

REVISED 3/31/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12
Name of Principal Mr. Scott R. Johnson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Marshall Lane Elementary School
(As it should appear in the official records)

School Mailing Address 14114 Marilyn Lane
(If address is P.O. Box, also include street address)

Saratoga California 95070-5646
City State Zip Code+4 (9 digits total)

County Santa Clara School Code Number* 43693936046619

Telephone (408) 364-4259 Fax (408) 341-7080

Website/URL www.campbell.org/~mlane/mlhome.html E-mail sjohnson@campbellusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Johanna VanderMolen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Campbell Union School District Tel. (408) 364-4200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Signature) Date _____ (Superintendent's

Name of School Board
President/Chairperson Mrs. Janet W. Johnson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

8	Elementary schools
3	Middle schools
	Junior high schools
	High schools
	Other
11	TOTAL

2. District Per Pupil Expenditure: \$7,137
 Average State Per Pupil Expenditure: \$6,542

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input checked="" type="checkbox"/>	Suburban
<input type="checkbox"/>	Small city or town in a rural area
<input type="checkbox"/>	Rural

4. 1 Number of years the principal has been in her/his position at this school.
2 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	51	54	105	8			
1	43	41	84	9			
2	52	44	96	10			
3	40	41	81	11			
4	53	42	95	12			
5	52	35	87	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							548

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>68</u> | % White |
| <u>2</u> | % Black or African American |
| <u>7</u> | % Hispanic or Latino |
| <u>22</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 10 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	
(4)	Total number of students in the school as of October 1	
(5)	Subtotal in row (3) divided by total in row (4)	
(6)	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: 18 %
99 Total Number Limited English Proficient

Number of languages represented: 30

Specify languages:

Albanian	Arabic	Cantonese	Croatian
Czech	Dutch	Farsi(Persian)	French
German	Gujarati	Hebrew	Italian
Japanese	Khmer(Cambodian)		Korean
Lao	Mandarin	Polish	Portuguese
Russian	Serbo-Croatian		Shanghai-nese
Sinhalese	Spanish	Tamil	Thai
Tongan	Urdu	Vietnamese	

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 17

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %
44 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>9</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </u> Emotional Disturbance

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>22</u>	<u>5</u>
Special resource teachers/specialists	<u>3</u>	<u> </u>
Paraprofessionals	<u>2</u>	<u>5</u>
Support staff	<u>3</u>	<u>4</u>
Total number	<u>31</u>	<u>14</u>

12. Average school student-“classroom teacher” ratio: 23

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	96 %	96 %	97 %
Daily teacher attendance	98 %	98 %	98 %	98 %	97 %
Teacher turnover rate	5 %	5 %	10 %	10 %	10 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Nestled in a bucolic corner of Saratoga, Marshall Lane Elementary School comes alive every day with an influx of 548 students, 50 staff members, and the presence of an army of parents who volunteer in classrooms, the library, the office, and anywhere else where students are. Though many of our buildings are over four decades old, our enthusiasm and energy is renewed everyday. It is this combined effort of staff, parents and community members that inspires students to do their best and provide the safe learning environment they need to achieve.

Nothing illustrates this better than the spectacle of virtually the entire Marshall Lane community marching in the Los Gatos Christmas Parade route to a First Place prize. Secondary to that prize was the visual of over 100 boys and girls and nearly 200 of their parents and teachers marching, singing, and dancing in the street. The practice time, effort, and final performance were a testament to what Marshall Lane and the other 11 schools of the Campbell Union School District represent. All CUSD schools are schools of choice. In fact, though Marshall Lane is in Saratoga, 70% of its students are not. They come from Los Gatos, Campbell, San Jose, and Monte Sereno, and increasingly, many are coming from outside of the United States.

The face of Marshall Lane is changing. It is more diverse now, with Asian, Latino, Filipino, African American, Filipino, and American Indian students comprising 32% of the population. A little more than 18% of the students are English Learners (EL) and 30 languages are spoken by our students. But though the student body has grown more diverse, the tradition of high student achievement has continued.

Marshall Lane's Academic Performance Index (API) has steadily risen since the index was introduced and is one of many measures of the school's effectiveness. Our API is over 900 (2003-04 API: 910) which is in the top 10% in the State of California. Our District Assessments, given three times a year, have confirmed high student achievement and ensures accountability year-round, guiding teachers to make modifications of the individual Student Success Plan that is created by the student, parent, and teacher during Fall Goal-Setting Conferences.

We are guided by the goal that all students can and will meet State and District standards, which is why they are printed and sent home to all families, posted on our Web site, put into teacher binders, posted in classrooms, and written on lesson plans. Every Wednesday, we dismiss students early so that we can participate in professional development activities that are designed to align the standards to instruction and then to assessment. Our API, of which 80% is based on California Standards Tests, tells us our students are learning.

Our assessments also indicate that gaps exist among some student subgroups, which we are addressing aggressively with informal and formal site-based interventions. We have increased the number of teachers certificated to teach EL students and we have rearranged our schedule in the 3rd through 5th grades to dedicate more time to instructional strategies that directly emphasize English Language Development in content areas. The schedule also allows a dedicated time to address an even larger subgroup of Gifted and Talented Education (GATE) students with differentiated instruction designed to develop higher-level thinking skills.

Our vision is that all students will **“develop into life-long learners who possess the skills necessary to succeed in a changing world”** by the time they leave Marshall Lane. Our new Knowledge Center represents our community's commitment to that vision. Voters approved the bond that funds the construction of the center, the Administration Building, and the Multipurpose Room, and parents and other community members donated the computers that fill our Computer Lab. These new additions, like the new staff, students, and parents that arrive every school year, enhance the Marshall Lane experience while continuing the long-standing tradition of excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. School's Assessments Results In Reading and Mathematics

The Governing Board adopted State standards in all content areas that we use in conjunction with relevant disaggregated data to identify gaps in student achievement. These same standards are reviewed at staff meetings, staff development days, grade level meetings, and teacher evaluations. They are posted in classrooms, discussed with students, and shared with parents at fall conferences when the student, teacher, and parent set individual student goals. We employ multiple measures to arrive at identified proficiency levels for math and language arts for each grade. Our District Assessments include a math survey, a writing assessment, the Reading Oral Language Assessment (ROLA), and the Mathematics Assessment Collective (MAC) test that is administered each spring. The results from the Standardized Testing and Reporting (STAR) complement our District Assessments.

The STAR Program measures students' progress in meeting California Content Standards, which describe what all students should know and be able to do at each grade level. Students are given a score which translates into five performance levels: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. Proficient and above performance levels indicate that a student is meeting standards. Proficiency levels are also established for district assessments. Both STAR results and the school's Accountability Report Card can be obtained at <http://star.cde.ca.gov>. Combining standards-based instruction in English Language Arts and Mathematics with teaching strategies that are "student-friendly", our Academic Performance Index and Annual Yearly Progress continues to grow. (Refer to Assessment Charts in Part VII).

2003 API Base	2004 API Growth	AYP Targets
910	918	17 of 17 met

Our assessment data, which includes District Assessments given three times a year and the California Standards Tests, indicate that gaps exist among some student subgroups. Our reading/language arts assessment data indicate an achievement gap between our English Learners (EL) and English Only (EO) students. To address our findings, we have increased the number of teachers certificated to teach EL students and we have rearranged our schedule in the 3rd through 5th grades to dedicate more time to instructional strategies that directly emphasize English Language Development in content areas. Over time, our EL population has grown to 17% while the achievement gap between EL and EO students in Language arts has decreased from 30% meeting standards in 2001-2002 to 20% in 2002-2003 to 8% in 2003-2004. (There was no achievement gap in Mathematics between ELs and EOs.)

2. Using Assessment Data to Improve Achievement

The staff examines District Assessments three times a year to see how students are meeting statewide standards. The results of the assessments drive instruction and give important information for acceleration, reteaching, review, and practice. Furthermore, three staff development days are scheduled, allowing time for grade levels to examine student work and progress according to the school plan, which assists in modifying instructional decisions.

Teachers begin each year by analyzing STAR classroom data, grade levels analyze grade level data, and the entire staff looks at disaggregated school data compared to previous years. Assessment scores are inputted into our Web-based PowerSchool system, which facilitates data manipulation and allows the teachers to efficiently solicit and analyze student achievement for instructional considerations. Our effective analyses of student achievement (holistic and disaggregated numbers) enable individualized instruction. Teachers and grade levels then set goals for the year to help close the achievement gap. Our goal is to increase the number of students reaching proficiency by 5% each year. Similarly, we expect the

number of EL students at the proficient level to increase by 10% annually. Teachers also set student achievement targets as part of their individual goal setting with the principal and are monitored through the evaluation process.

Our beginning of the year analysis of student-by-student achievement data includes identifying those students that need extra assistance. This process involves teachers establishing Target Students, then identifying strategies and support that addresses the individual needs of the student. This support can be through differentiated instruction in the classroom or one of our interventions. Our Jumpstart Reading intervention program is designed to assist emergent primary readers. These eight week sessions offer primary students the opportunity to receive one-on-one assistance in reading. New this year is our 3 -5 grade Benchmark reading intervention program. This research-based reading intervention program offers 3-5 grade students extra assistance in reading.

Mid year student achievement data from District Assessments in math, reading, and writing are used to determine if the strategies and interventions have assisted Target Students. Modifications are made if needed. This student achievement data analysis cycle ensures that students receive ongoing support that aligns with their needs.

3. Communicating Student Achievement

Progress toward achieving standards is measured and communicated via our Promotion by Achieving Student Standards (PASS) system. The PASS system allows us to identify students at risk of retention and to report student progress toward standards to every parent at our fall goal-setting conferences. PASS follows a strict Board-approved process and timeline, ensuring accountability. Students who are identified as needing additional instructional support receive interventions in the classroom.

Because the School Plan drives all academic decisions, the entire community must first analyze student achievement and its causes before the plan is compiled. Throughout the planning process, the needs of all segments of our school population are carefully represented, including students with special needs, English Learners (EL), and GATE children. For example, parents of EL students meet with the principal in English Learners Advisory Committee meetings four times a year to review results of the California English Language Development Test (CELDT) and to discuss available EL services and strategies to close the achievement gap.

All parents/guardians of students who participate in the STAR Program receive a score report that shows how well their students are meeting the academic standards for each subject tested. The District mails the STAR Program results to each student's home within 20 working days after the school district receives the reports. Parents/guardians receive their students' results no later than October 1.

The individual STAR Student Report provides overall scale scores, performance levels, and reporting cluster results for each CST. Overall scores are reported on a scale ranging from 150 to 600. Results for the CSTs also are reported by performance level: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. Each performance level indicates how well a student is achieving the state academic standards tested. The state target is for all students to attain the proficient or advanced level on the CSTs.

4. Sharing Success

Collaboration among elementary teachers and articulation between elementary and middle school professionals demonstrate a vital part of our team approach to teaching. Each classroom teacher has a district standards and assessment binder that includes: 1) The California Standards for the Teaching Profession, 2) State Standards for all curriculum areas, 3) California ELD Standards, 4) STAR Blueprints, and 5) District Assessments, key rubrics, report cards, portfolio information, student assessment data, and examples of research-based teaching strategies. Teachers use the information to guide their planning and discussions. Districtwide GATE, technology, math meetings, and staff development days give opportunities for teachers to share across the District.

Teachers meet at the beginning of each school year during staff development days to share and discuss pertinent academic information across grade levels to provide for continuity and consistency. Though the instruction at Marshall Lane is constrained only to the K-5 levels, the instruction provided prior to and

just after elementary school is established to ensure a cohesive education for our students.

Wednesdays are early release days at all schools in the Campbell Union School District. These days are designated for site staff development, teacher planning, and district level training. District level workshops are by subject matter or by grade level. Teachers have opportunities to share their successes and learn from each other. With our emphasis on closing the achievement gap between English Learners and English Only students, workshops have focused on strategies for assisting second language learners.

PART V – CURRICULUM AND INSTRUCTION

1. School's Curriculum

Marshall Lane is the “school of choice” within our district. Our students are held to high academic achievement standards, and they rise to the expectations that have been set for them. A student’s instructional day includes an integrated two to three hour literacy block in the morning with content launches throughout the day. We offer a challenging curriculum founded upon the educational standards set by the state of California. To read more about these standards, contact the California Department of Education at www.cde.ca.gov/BE/ST/SS.

Teachers at Marshall Lane meet regularly, both formally and informally to make certain that curriculum is aligned with standards, and decisions about curriculum, instruction, and interventions are data based and data driven. Faculty members share their expertise at staff meetings and on early release Wednesday team time. They have attended district and site based training which facilitated the implementation of our new English Language Arts series, Houghton Mifflin. This training has helped ensure that our instructional program addresses the intent of the State Board when these materials were adopted. It also provides regular opportunities for teachers to work with their colleagues to deepen their knowledge and improve their practice, as is suggested in the *Schools to Watch* criteria.

Teachers have worked with the Noyce Foundation to develop a deeper mathematics understanding for themselves, and their students. We offer standards based instruction in kindergarten through fifth grade with differentiated activities for advanced learners. Our core standards-based math curriculum is Houghton-Mifflin Mathematics which was adopted in 2001. This is supplemented with Bridges Mathematics, a hands-on program supported by the Math Learning Center.

In social studies, examples abound of thematic units that integrate skills and knowledge across subject-matter lines. The students use Houghton-Mifflin as their adopted text. Our social studies curriculum is based on the California Content Standards for each grade level. According to these standards, students in the elementary grades learn what it means to be a citizen of this country and to consider the importance of other cultures. They also learn about government and develop an understanding of the difference between recent and distant historical events. Students in the upper elementary grades study California history, U.S. history, and geography in greater depth, with an emphasis on the Constitution and on understanding the various levels of state and federal government. Each spring Marshall Lane looks forward to the Gold Rush and Colonial Day, two standards-aligned living history days. Fifth grade students immerse themselves in the Colonial Period. This is a living history event during which students dress in 18th Century garb, dip candles, use quill pens, craft tin lanterns and corn husk dolls and learn the Virginia Reel.

Given that we are located in the heart of Silicon Valley, and that so many of our families are employed in science related industries, it should come as no surprise that science is a highly valued subject at Marshall Lane. Pictured in our one of our March newsletters are 2 parents, who are engineers, working with students in building structures and performing stress tests. Parents employed by nearby Lockheed Martin, assisted students in third grade in designing and building bridges. Fifth grade students participate in the Science Fair. This year projects will be on display before our monthly PTA meeting.

Good teaching and quality materials go hand in hand. Out of the list of approved textbooks, those are selected for purchase that most closely fit the needs and teaching culture of our school and district. The

process of selecting textbooks takes a full year or more. Books are selected from the list of materials approved by the State Board of Education, and placed for public review. A committee made up of teachers, administrators, parents and students review textbooks under consideration. Books are then piloted in schools to determine if they meet the needs of the district and are aligned properly. Marshall Lane teachers and parents are district leaders in this process. Our parents educate themselves in order to make well-reasoned decisions regarding the books.

2. School's Reading Curriculum

Marshall Lane delivers a standards-based balanced-literacy reading curriculum that begins with assessment. Students are given the Reading and Oral Language Assessment (ROLA). The ROLA is diagnostic, providing teachers with information about the students' skill attainment. It also provides an instructional reading level. Using this information, reading groups are formed. Grade level exit benchmarks are established and serve as checkpoints. Materials used include state adopted text (Houghton-Mifflin) and teacher supplemental materials.

Key to our reading program is the instructional methods and strategies teachers employ. Through staff development, peer coaching, and mentoring from our Literacy Leaders, teachers at Marshall Lane have the tools to deliver a quality reading program. Through the workshop models, teachers are able to provide direct instruction, independent student practice time, and collaborative student time. In Reader's Workshop, for instance, teachers deliver a mini-lesson addressing the needs of the students before releasing the students to independent work time. As the students work, the teachers are able to focus on small groups to further differentiate the education and meet the needs of all students.

An important component of our K-3 reading program is the Guided Reading strategy. Using The ROLA assessment, students are flexibly grouped by reading levels. Leveled reading materials are used. Phonics lessons are incorporated within the Guided Reading groups. This strategy is effective, as the instruction and delivery of reading skills is differentiated. As the teacher meets with Guided Reading groups, students work independently in Literacy Centers. These centers reinforce concepts taught in the Guided Reading group. Activities in the centers may include: word families, making words, word sort, paired reading, and responding to literature.

3. School's Science Curriculum

Marshall Lane teachers use a state-adopted (Houghton-Mifflin) program and supplemental materials in delivering a standards-based science curriculum. The emphasis in the primary grades is integrating the science content into reading instruction. The primary grades also focus on vocabulary development and higher level thinking skills. Literature is used to connect science themes. Primary grades have identified literature that aligns with the content being taught. Students attend field trips and guest speakers present in classrooms. Examples are the second grade going to the Insect Fair and a local bee keeper presenting at the school. Our kindergartners visit the local Children's Discovery Museum.

In grades 3-5, students are cluster grouped for science in order to provide differentiation. EL students are grouped and the emphasis is on developing key vocabulary. Gifted and Talented Students (GATE) are grouped for our Enrichment Wheel. In partnership with our local Tech Museum and NASA Ames, students participate in the Tech Challenge program. Through our partnerships, materials are provided to enhance the adopted materials. All fifth grade students participate in the school's Science Fair.

We are very fortunate to have partnerships with our local museums and the aerospace industry. Another resource we have is our parent community. Several of the Marshall Lane parents work in Silicon Valley and have expertise in the sciences and high tech industry. Parents often visit classrooms and present. This greatly enhances our science program.

4. Instructional Methods Used to Improve Student Learning

Theory meets practice at Marshall Lane because of the strong partnerships between all involved in the school community. The literacy leaders and the math coaches provide a framework through which the teachers at Marshall Lane can deliver strong instruction. Through the workshop models, teachers are able

to provide direct instruction, independent student practice time, and collaborative student time. In Reader's Workshop, for instance, teachers deliver a mini-lesson addressing the needs of the students before releasing the students to independent work time. As the students work, the teachers are able to focus on small groups to further differentiate the education and meet the needs of all students. Through the workshop model, students are held responsible for their own work, as well as taught how to self-evaluate through class-created rubrics on an ongoing basis. The workshop model is not limited to reading and writing. Many teachers have extended this model of teaching to other curricular areas as it provides the opportunity to meet student needs in a very effective manner. The differentiation at Marshall Lane is not limited to classroom work. Individualized homework and special projects are assigned as appropriate such that all students are challenged to meet or exceed state standards.

Marshall Lane's diverse student population has many needs. As a staff, we value responsive teaching, incorporating differentiation to ensure powerful curriculum and engaging instruction. Student learning is the primary concern here at Marshall Lane; ample time is given to the multiple methods of teaching. To this end, we understand the benefits of varying our teaching strategies. Cooperative learning, SDAIE strategies, direct teaching, flexible grouping, reader's and writer's workshop, learning centers, school-wide buddy reading, high level questioning techniques, technology-based instruction are all actively utilized.

5. School's Professional Development Program

We dedicate every Wednesday afternoon to staff development and collaboration. Students are released early and that time is dedicated to grade level meetings where teachers evaluate and discuss student work, monitor how students are doing based on standards, and share ideas, lessons, and strategies to incorporate. Monitoring instruction and desktop access to student data have turned our school into a data-driven instructional system.

Our district and site level professional development plan is based on data and the implementation of state standards. After reviewing the results of state testing and district assessment, the Marshall Lane staff decided to focus on school wide peer coaching as well as further implementation of best practices in literacy and math. We are also revising our school's Technology Plan. Through a teacher survey developed by our Technology Committee, we established topics for staff development. The teachers recently completed a workshop on applications for digital photography. We have additional workshops planned for the remainder of the school year, including the use of presentation systems and software.

The standards-based literacy efforts have been a focus for several years. Some of the components addressed in workshops are 1) phonemic awareness and phonics instruction for struggling readers, 2) diagnosis and instruction of decoding and word attack skills, 3) spelling, vocabulary, and comprehension skills instruction, 4) research on the teaching of reading, 5) integration of listening, speaking, reading, and writing, 6) effective classroom and school-wide interventions for low-performing readers, 7) skills to choose appropriate self-selected independent reading 8) effective reading instruction for ELs, 9) planning and delivery of appropriate reading instruction based on assessment and evaluation, 10) school wide implementation of reader's and writer's workshop, and 11) effective in class differentiation.

Staff development in math continues to focus on developing math literacy, superior problem solving skills and mathematical thinking thus enabling student success with District assessments, the MAC test (2-5), as well as the STAR tests. Also, all K-1 teachers and many 2nd grade teachers utilize the Bridges math program and regularly attend follow-up training collaboration meetings.

PART VII - ASSESSMENT RESULTS

Table 1 <i>No Child Left Behind – Blue Ribbon School</i> Marshall Lane	
Subject: Language Arts	Grade: 2

STATE CALIFORNIA STANDARDS TEST

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month(s): April - May	April-May	April-May	April-May
SCHOOL SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	99%	99%	100%
% At or Above Basic	94%	96%	97%
% At or Above Proficient	73%	79%	80%
% At Advanced	44%	46%	42%
Number of students tested	80	90	104
Percent of total students tested	96%	98%	99%
Number of students alternatively assessed*	1	0	0
Percent of students alternatively assessed	0.01%	0%	0%

SUBGROUP SCORES			
1. White (Not Hispanic)			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	99%	99%	100%
% At or Above Basic	94%	96%	95%
% At or Above Proficient	75%	77%	75%
% At Advanced	41%	41%	41%
Number of students tested	59	69	75
2. Asian			
% At or Above Far Below Basic	100%	100%	NA
% At or Above Below Basic	100%	100%	NA
% At or Above Basic	100%	100%	NA
% At or Above Proficient	84%	100%	NA
% At Advanced	69%	71%	NA
Number of students tested	13	17	NA

STATE SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	87%	87%	85%
% At or Above Basic	65%	68%	63%
% At or Above Proficient	35%	36%	32%
% At Advanced	12%	12%	9%

* Asian only Significant in 2003-2004 and 2002-2003

** The California Alternate Performance Assessment (CAPA) is a test that was specifically developed for students with significant cognitive disabilities.

Table 2 <i>No Child Left Behind – Blue Ribbon School</i> Marshall Lane			
Subject: Mathematics		Grade: 2	

California Standards Test

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month(s): April - May	April-May	April-May	April-May
SCHOOL SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	96%	98%	100%
% At or Above Proficient	85%	88%	91%
% At Advanced	57%	72%	61%
Number of students tested	81	90	105
Percent of total students tested	98%	98%	100%
Number of students alternatively assessed**	1	0	0
Percent of students alternatively assessed	0.01%	0%	0%

SUBGROUP SCORES			
1. White (Not Hispanic)			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	97%	99%	100%
% At or Above Proficient	85%	87%	88%
% At Advanced	57%	70%	54%
Number of students tested	60	69	75%
2. Asian			
% At or Above Far Below Basic	100%	100%	NA
% At or Above Below Basic	100%	100%	NA
% At or Above Basic	100%	100%	NA
% At or Above Proficient	92%	94%	NA
% At Advanced	77%	88%	NA
Number of students tested	13	17	NA

STATE SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	96%	96%	92%
% At or Above Basic	76%	76%	68%
% At or Above Proficient	51%	53%	43%
% At Advanced	23%	24%	16%

* Asian only Significant in 2003-2004 and 2002-2003

** The California Alternate Performance Assessment (CAPA) is a test that was specifically developed for students with significant cognitive disabilities.

Table 3
No Child Left Behind – Blue Ribbon School
Marshall Lane

Subject: **Language Arts** Grade: **3**

California Standards Test

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month(s): April - May	April-May	April-May	April-May
SCHOOL SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	98%	96%	100%
% At or Above Basic	92%	93%	99%
% At or Above Proficient	70%	76%	70%
% At Advanced	35%	39%	41%
Number of students tested	95	101	74
Percent of total students tested	98%	100%	97%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0.00%	0.00%	0.00%

SUBGROUP SCORES			
1. White (Not Hispanic)			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	94%	100%
% At or Above Basic	94%	91%	98%
% At or Above Proficient	69%	70%	73%
% At Advanced	29%	29%	44%
Number of students tested	73	68	54
2. Asian			
% At or Above Far Below Basic	100%	100%	NA
% At or Above Below Basic	100%	100%	NA
% At or Above Basic	100%	96%	NA
% At or Above Proficient	88%	88%	NA
% At Advanced	71%	58%	NA
Number of students tested	17	24	NA

STATE SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	83%	84%	85%
% At or Above Basic	65%	63%	62%
% At or Above Proficient	35%	33%	34%
% At Advanced	12%	10%	11%

* Asian only Significant in 2003-2004 and 2002-2003

Table 4
No Child Left Behind – Blue Ribbon School
Marshall Lane

Subject: **Mathematics** Grade: **3**

California Standards Test

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month(s): April - May	April-May	April-May	April-May
SCHOOL SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	99%	100%	98%
% At or Above Basic	94%	98%	92%
% At or Above Proficient	87%	91%	68%
% At Advanced	60%	50%	29%
Number of students tested	95	101	74
Percent of total students tested	98%	100%	99%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0.00%	0.00%	0.00%

SUBGROUP SCORES			
1. White (Not Hispanic)			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	97%
% At or Above Basic	96%	97%	91%
% At or Above Proficient	86%	90%	66%
% At Advanced	58%	46%	26%
Number of students tested	60	68	54
2. Asian			
% At or Above Far Below Basic	100%	100%	NA
% At or Above Below Basic	100%	100%	NA
% At or Above Basic	100%	100%	NA
% At or Above Proficient	100%	96%	NA
% At Advanced	88%	63%	NA
Number of students tested	13	24	NA

STATE SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	96%	94%	91%
% At or Above Basic	73%	71%	65%
% At or Above Proficient	48%	46%	38%
% At Advanced	21%	19%	12%

* Asian only Significant in 2003-2004 and 2002-2003

Table 5
No Child Left Behind – Blue Ribbon School
Marshall Lane

Subject: **Language Arts** Grade: **4**

California Standards Test

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month(s): April - May	April-May	April-May	April-May
SCHOOL SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	99%	94%	100%
% At or Above Basic	92%	93%	96%
% At or Above Proficient	76%	79%	70%
% At Advanced	52%	43%	40%
Number of students tested	95	72	82
Percent of total students tested	96%	100%	99%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0.00%	0.00%	0.00%

SUBGROUP SCORES			
1. White (Not Hispanic)			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	99%	99%	100%
% At or Above Basic	90%	92%	97%
% At or Above Proficient	73%	79%	75%
% At Advanced	47%	46%	46%
Number of students tested	70	54	60
2. Asian			
% At or Above Far Below Basic	100%	100%	NA
% At or Above Below Basic	100%	100%	NA
% At or Above Basic	100%	99%	NA
% At or Above Proficient	94%	76%	NA
% At Advanced	82%	38%	NA
Number of students tested	17	13	NA

STATE SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	91%	92%	90%
% At or Above Basic	73%	74%	71%
% At or Above Proficient	39%	39%	36%
% At Advanced	16%	15%	14%

* Asian only Significant in 2003-2004 and 2002-2003

Table 6
No Child Left Behind – Blue Ribbon School
Marshall Lane

Subject: **Mathematics** Grade: **4**

California Standards Test

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month(s): April - May	April-May	April-May	April-May
SCHOOL SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	99%	100%	100%
% At or Above Basic	97%	100%	91%
% At or Above Proficient	82%	94%	77%
% At Advanced	53%	69%	41%
Number of students tested	95	72	81
Percent of total students tested	96%	100%	99%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0.00%	0.00%	0.00%

SUBGROUP SCORES			
1. White (Not Hispanic)			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	99%	100%	99%
% At or Above Basic	96%	100%	91%
% At or Above Proficient	77%	95%	81%
% At Advanced	46%	67%	39%
Number of students tested	70	54	60
2. Asian			
% At or Above Far Below Basic	100%	100%	NA
% At or Above Below Basic	100%	100%	NA
% At or Above Basic	100%	100%	NA
% At or Above Proficient	100%	100%	NA
% At Advanced	88%	85%	NA
Number of students tested	13	13	NA

STATE SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	97%	93%	93%
% At or Above Basic	73%	72%	67%
% At or Above Proficient	45%	45%	37%
% At Advanced	18%	18%	13%

* Asian only Significant in 2003-2004 and 2002-2003

Table 7
No Child Left Behind – Blue Ribbon School
Marshall Lane

Subject: **Language Arts** Grade: **5**

California Standards Test

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month(s): April - May	April-May	April-May	April-May
SCHOOL SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	97%	93%	100%
% At or Above Basic	93%	91%	98%
% At or Above Proficient	78%	72%	64%
% At Advanced	43%	33%	24%
Number of students tested	68	64	61
Percent of total students tested	96%	98%	97%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0.00%	0.00%	0.00%

SUBGROUP SCORES			
1. White (Not Hispanic)			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	98%	94%	100%
% At or Above Basic	92%	92%	98%
% At or Above Proficient	82%	76%	70%
% At Advanced	41%	37%	26%
Number of students tested	49	49	44
2. Asian			
% At or Above Far Below Basic	100%	100%	NA
% At or Above Below Basic	100%	99%	NA
% At or Above Basic	100%	88%	NA
% At or Above Proficient	67%	66%	NA
% At Advanced	50%	33%	NA
Number of students tested	17	10	NA

STATE SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	87%	90%	91%
% At or Above Basic	71%	72%	71%
% At or Above Proficient	40%	36%	31%
% At Advanced	16%	10%	9%

Asian only Significant in 2003-2004 and 2002-2003

<p align="center">Table 8 <i>No Child Left Behind – Blue Ribbon School</i> Marshall Lane</p>
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Subject: Mathematics Grade: 5

California Standards Test

Publisher: Educational Testing Service

	2003-2004	2002-2003	2001-2002
Testing Month(s): April - May	April-May	April-May	April-May
SCHOOL SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	98%	100%	99%
% At or Above Basic	92%	97%	96%
% At or Above Proficient	85%	81%	79%
% At Advanced	47%	45%	30%
Number of students tested	68	64	61
Percent of total students tested	100%	98%	97%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0.00%	0.00%	0.00%

SUBGROUP SCORES			
1. White (Not Hispanic)			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	97%
% At or Above Basic	96%	98%	94%
% At or Above Proficient	84%	82%	78%
% At Advanced	47%	49%	32%
Number of students tested	60	49	43
2. Asian			
% At or Above Far Below Basic	100%	100%	NA
% At or Above Below Basic	100%	100%	NA
% At or Above Basic	100%	99%	NA
% At or Above Proficient	100%	88%	NA
% At Advanced	58%	44%	NA
Number of students tested	12	10	NA

STATE SCORES			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	90%	87%	92%
% At or Above Basic	65%	61%	61%
% At or Above Proficient	38%	35%	31%
% At Advanced	12%	10%	9%

* Asian only Significant in 2003-2004 and 2002-2003

Table 9
No Child Left Behind – Blue Ribbon School
Marshall Lane

Subject: **Science** Grade: **5**

California Standards Test

Publisher: Educational Testing Service

	2003-2004
Testing Month(s):	April-May
SCHOOL SCORES	
% At or Above Far Below Basic	100%
% At or Above Below Basic	97%
% At or Above Basic	91%
% At or Above Proficient	54%
% At Advanced	10%
Number of students tested	68
Percent of total students tested	96%
Number of students alternatively assessed	0
Percent of students alternatively assessed	0.00%

SUBGROUP SCORES

1. White (Not Hispanic)	
% At or Above Far Below Basic	100%
% At or Above Below Basic	98%
% At or Above Basic	92%
% At or Above Proficient	57%
% At Advanced	10%
Number of students tested	60
2. Asian	
% At or Above Far Below Basic	100%
% At or Above Below Basic	100%
% At or Above Basic	92%
% At or Above Proficient	50%
% At Advanced	8%
Number of students tested	12

STATE SCORES	
% At or Above Far Below Basic	100%
% At or Above Below Basic	90%
% At or Above Basic	65%
% At or Above Proficient	24%
% At Advanced	3%

Science only scored in 2003-2004